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ENG 4300-4390-001-099: Senior Seminar: Body & Soul

Campbell

Eastern Illinois University

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4300-001/4390-098

**4300-001 Senior Seminar: Body & Soul
Fall 2004**

Dr. Campbell
CH 3572, 581-6974
Office hours TTH 11-12:30, W 11-12

TTH 9:30-10:45am
CH 3159
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Texts

Lawall & Mack, *Norton Anthology of World Literature*, vol. 1, 7th ed.
Bulfinch, "Cupid and Psyche," <http://www.bulfinch.org/fables/bull11.html>
Apuleius, "Cupid and Psyche," Ch. 22 of the Fifth Book of *The Golden Ass*
<http://eserver.org/books/apuleius/bookes/five.html>
Julian of Norwich, *Revelations of Divine Love*
D'Aragona, *Dialogue on the Infinity of Love*
Austen, *Pride and Prejudice*
Fielding, *Bridget Jones's Diary*

On E-Reserve via Booth Library Homepage (and Regular Reserve)

Gilligan, *The Birth of Pleasure*, Ch. 1 "A Radical Geography of Love"
O'Farrell, *Telling Complexions*, Ch. 1 "Austen's Blush: Pride and Prejudice"
Thompson, "Man's Flesh and Woman's Spirit in *The Decameron* . . ."
Slavitt, trans., Ovid's *Metamorphoses*, "Book One"
Petroff, "Women and Mysticism in the Medieval World"
Plato, *Symposium*

Course Focus

In this course, we will explore the themes of body and soul in literature ranging from the myth of Cupid and Psyche to Plato's *Symposium* from the classical period, to works by a playwright and a mystic of the middle ages, to the Neo-Platonic poetry of the Renaissance, as well as other selections from that period that partake of the body and soul theme. Continuing our trek through literary history, we will make our way into the late 17th-/early 18th-century world of Jane Austen and culminate our journey with a look at a late 20th-century Austen wanna-be who brings issues about body strongly to the forefront of her work.

Questions to consider along the way: What are some origins of the body-soul theories that permeate much western philosophical and theological thought? During what periods does the body-soul split seem especially extreme and why? During what periods do we see body and soul more at peace, or at least more integrated—or valued more equably—in the literature? How do attitudes and beliefs pertaining to issues regarding the body and the soul seem to change as we move forward through literary history? How different are attitudes today from those that we read about in earlier periods?

In general, the senior seminar is meant to be something of a capstone course for your studies in English. To that end, you will be expected to review and exercise the wide variety of approaches to reading and writing about literature that you have learned during your time as an English major. In a theme-driven course such as this one, the major part of the relevance of the course is derived from our combined reading, research, and class discussion. Your participation in class discussions is thus critical; therefore, your presence in class is crucial.

Policies

--The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand assignments in on time. If you're having problems, let me know. Papers more than a week late without a university-approved excuse will not be accepted. If you miss an exam, and you have a university-approved excuse, you may make up that exam. You will have no more than one week to do so, and the make-up exam will be different from the one given during class. In-class assignments and group work cannot be made up.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

--Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements

- Three exams 45% (15% each)
- Response writings; group work 5%
- One 7-10 page research paper 20%
- One research report with annotated bibliography 15%
- One presentation 15%

The **exams** will cover the units of the semester; however, there will be interplay between these units of study in our discussions and in the test questions.

The **response writings** will be concerned with specific reading assignments and are meant to generate class discussion. I will give you a series of questions to answer or a short topic to address.

The **paper** topic will be chosen from the assigned texts and issues related to them. I will give you a list of possible topics and/or areas of study to consider early in the semester because you will be expected to select a topic and begin research early on. The paper will be 7-10 pages long. You will use at least 3-5 outside sources to support your arguments, and they should consist of scholarly books, journal articles, and Internet sources of well-known scholarly repute. You will use MLA Parenthetical Style, with a Works Cited page, for documentation. Around midterm, you will have a **preliminary research report with an annotated bibliography** due to show the progress that you have made regarding your research project. Do not worry that we haven't covered the topic that interests you in class—this portion of our study is meant to be independent exploration of a topic that may be completely new to you. It is my hope that your independent study will augment for you what is eventually covered in class and will broaden the scope of the course as a whole for you. You, in turn, will share with the class what you have learned during your research near the end of the semester.

The **research report and annotated bibliography** will cover the research that you do for your research paper and presentation. The report will address the topic, why you chose the topic, and the avenues of research that you chose to explore. The annotated bibliography will consist of bibliographic citations of at least five sources with your notes on each work that describe the document, summarize why it may be useful to your project, and include possible quotations that you might use in the paper.

The **presentation** will be a 7-10 minute oral report over your research project, due near the end of the semester. After conducting your research, discussing your findings with me, and writing your paper, you will be able to present to the class what you have learned. The goal is to provide, via your and your fellow students' reports, both a "big picture" look at the subjects we have covered over the course of the semester, as well as introduce specialized information that you have focused on during your own independent reading.

Tentative Schedule

Note: Readings may be shifted around during the semester to accommodate class discussion.

Unit One: Classical and Medieval Views of Body and Soul

T. Aug. 24—Introduction to the course.

Read the Apuleius version of "Cupid and Psyche" and/or the Bulfinch version as well as the Carol Gilligan book excerpt and the Ovid's *Metamorphoses* (Slavitt) excerpt on E-Reserve. Read also in *Norton* excerpts from Ovid's *Metamorphoses*, pp. 895-908 and 927-928.

Th. Aug. 26—Classical views of duality of body and soul or body and mind.

Read Homer, "The Death of Hector," pp. 176-185, and Catullus's poems, pp. 808-813, in *Norton*, as well as Plato's *Symposium* on E-Reserve.

T. Aug. 31—Homer, Catullus, Plato.

Read Augustine, pp. 1004-1005; pp. 1012-1021.

Th. Sept. 2—Consider Augustine as a liminal figure between the ancient and medieval world.

Read Dante, *The Inferno*, pp. 1303-1318 and *The Paradiso*, pp. 1426-1429 in *Norton*.

T. Sept. 7—Dante.

Read Julian of Norwich, *The Revelation of Divine Love*, and the Petroff article on E-Reserve.

Th. Sept. 9—Julian of Norwich

Read: *Everyman*, pp. 1628-1650, in *Norton*.

T. Sept. 14—Catch-up day.

Th. Sept. 16—Review for Exam One

T. Sept. 21—Exam One. Read Intro. to Renaissance Period, pp. 1653-1663, and Petrarch pp. 1664-1678 in *Norton*.

Unit Two: Renaissance Views of Body and Soul

Th. Sept. 23—Renaissance Overview and Petrarch

T. Sept. 28—Continue Petrarch.

Read Boccaccio pp. 1429-1457 in *Norton* and Thompson article on E-Reserve.
Th. Sept. 30—Boccaccio

T. Oct. 5—Boccaccio
Read: Marguerite de Navarre, pp. 1854-1870 in *Norton*.
Th. Oct. 7—Marguerite de Navarre
Read Sonnet Handout

T. Oct. 12—Sonnet Handout
Read Aragona, *Dialogue on the Infinity of Love*.
Th. Oct. 14—Aragona
Read Shakespeare's *Othello* pp. 2115-2192 in *Norton*.

T. Oct. 19—*Othello*. **Discuss Research Projects**
Th. Oct. 21—*Othello*

T. Oct. 26—*Othello*
Th. Oct. 28—Catch-up day. **Research Reports and Annotated Bibliographies are due.**

T. Nov. 2—Review for Exam Two
Th. Nov. 4—Exam Two. Read Austen's *Pride and Prejudice*.

Unit Three: "Modern" Views and Revisions of Body and Soul

T. Nov. 9—Austen
Read O'Farrell Chapter on E-Reserve.
Th. Nov. 11—Austen. Read *Bridget Jones' Diary*.

T. Nov. 16—Bridget Jones' Diary.
Th. Nov. 18—Bridget Jones' Diary.

T. Nov. 23—Thanksgiving Break
Th. Nov. 25—Thanksgiving Break

T. Nov. 30—Wrap-up.
Th. Dec. 2—Oral presentations. **Research Papers are due.**

T. Dec. 7—Oral presentations
Th. Dec. 9—Oral presentations. Review for Exam Three

Final Exam (Exam Three): Wed., Dec. 15, 2:45-4:45.